



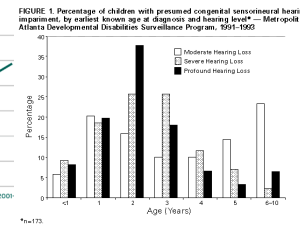
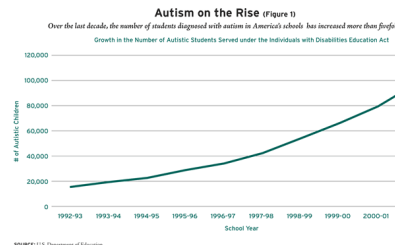
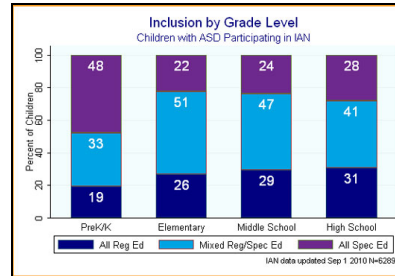
Students with Disabilities in the School Setting

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Benefits, Barriers, and Becoming a teacher in an Inclusive Classroom

- Inclusion is most commonly defined as serving students with a full range of abilities and disabilities in the general education classroom with appropriate in-class support.
- Some challenges that students with disabilities have to overcome in classrooms that are not integrated include a devaluation of personal care and social connection, lack a relationship with other students, ability to make language gains, improve in social skills and cognition, and engage in routines.
- Having inclusive classrooms not only creates a community where learners of all abilities can learn together but it makes students with disabilities more accepted among their peers.
- All students benefit from inclusion in the classroom in ways such as developing more meaningful friendships, students will have a greater appreciation and knowledge of diversity and respect for people that are different, and students are more prepared for adult life in an inclusive society.
- In an integrated classroom, all students would benefit academically.



The Alignment of No Child Left Behind and Individuals with Disabilities Education Act



- NCLB's goal is to have every child in grades 3-8 reach 100% proficiency in Reading and Math. NCLB requires that an assessment is taken every year in schools, called an Adequate Yearly Progress (AYP), to see if they are meeting the 100% proficiency.
- According to NCLB, children who have a disability or disabilities, when taking the AYP, can qualify for different accommodations according to the degree of their disability or disabilities.
- Individuals with Disabilities Education Act (IDEA) is to provide children with disabilities a seat in the public schools and receive a quality education that will help them to become independent after school.
- IDEA's mode of assessing a child's progress is by an Individual Education Plan (IEP), this sets up standards and goals for the student to strive for throughout the school year.
- Many children who have an IEP have goals that are related to developing functional and social skills.
- Both NCLB and IDEA are striving to provide our country's children with a better education, but are the differences, in forms and goals, of their standards for assessment, actually, lowering the quality education that children with disabilities receive?



Autism and the General Education Classroom



A child with autism can be incorporated into the general education classroom with a schedule, having class-wide peer tutoring, and integration and interaction of the child.

- A schedule in the classroom makes the child with autism feel more comfortable and able to participate in the classroom. They are less likely to act out, injure him/herself, or distract others in the classroom.
- Class-wide peer tutoring is when the class is divided into pairs and work together on an assignment. The results of this are increased reading rates for not only the students with autism, but also the other children in the classroom.
- Integration and interaction of the child with autism in the classroom are important. Children can be taught to interact with other students in their classroom. This decreases their chances of being bullied later in life and increases acceptance of diversity.

Benefits of Inclusion



- Ninety percent of students with mild disabilities are currently served in regular classrooms.
- The Individuals with Disabilities Act (IDEA) was implemented in July 2005 to provide guidelines and protections for children to assure their right to a free and appropriate public education so children with disabilities should not be denied the opportunities offered to regular education students.
- The cost to educate a student with disabilities is estimated to be 1.9 times the expense of a typical student.
- In an inclusion classroom, the teacher is more prone to use different teaching strategies to accommodate all learning styles positively influencing the academics of all students.
- For the students with disabilities, they are able to observe appropriate behavior from other students as well as feel included causing a sense of membership that will increase their self-esteem.
- Inclusion will also encourage general education students to appreciate diversity and realize that friendships are acceptable between people with disabilities and those who don't have disabilities.

Providing for Children Who are Hearing Impaired



- The use of sign language by hearing impaired/deaf students has been frowned upon by those outside of the deaf community since the sixties.
- Students are being included in a regular classroom, but still 19% are in resource rooms and 28% are in separate classrooms.
- Co-enrollment is becoming more popular. Half the class is hearing students, the other hearing impaired/deaf students. This allows both groups to develop social skills and social awareness.
- The rapid rate of classroom discussion can hinder the students. The might not always be able to follow what is going, which is why resource rooms are still in use.
- There are numerous ways that researchers have tested how hearing impaired/deaf students are learning in a regular classroom environment and if they would benefit from being in a separate resource room.